

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated by the Academic Senate Secretary On Canary Color Paper)

Proposal # 23-4	Title: ANTTY 250 to be CAT IV Gen Ed
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Arts, Sciences & Education; Health Sciences; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the committee will provide written rationale to the originator, via the Academic Senate. * The originator may request that the item be forwarded to the next body for consideration. Upon completion of subcommittee action, the proposal will be returned to the Academic Senate Secretary for consideration at the next Academic Senate meeting.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration within 10 working days. If the Academic Senate disapproves the proposal, the Academic Senate will provide written rationale to the originator. * The originator may request that the item be forwarded to the Full Faculty for consideration, utilizing procedures set forth in the Senate Bylaws.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. If approved, the proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process are also available on the web page: <http://www.msun.edu/admin/provost/forms.htm>

* If a proposal is disapproved, it is returned to the Dean of the submitting college who then notifies the originator.

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
Received by Senate Secretary	10/9/2023	Tracking form initiated	<small>DocuSigned by:</small> Brittany Staden <small>7131CG9453D6468</small> DocuSigned by:	10/9/2023				
General Education Committee (if applicable)	10/12/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DocuSigned by:</small> Gwen Hart <small>86302BEC9774446</small>	10/12/2023				
Curriculum Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Academic Senate	11/18/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DocuSigned by:</small> Valerie Swigout <small>DE995B0729A143B</small>	11/18/2023				
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	03/24				
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	1-4-2024				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
BOB		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Registrar		Advise originating college and Academic Senate of status. Update Web page. Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.
Academic Senate Form 1 (Revised 4/4/2023)

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication [Writing]	3
		Communication [Interaction]	3
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
x	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
	Category VI	Humanities Appreciation	6
		Creative Arts	
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
CASE	ANTY	250	Introduction to Archaeology	3

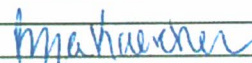
Catalog Description:

This course is an introduction to Archaeology, explaining its theories, methods, and applications. This course will introduce Archaeology as a discipline that combines humanities, social sciences, and natural sciences to study past human societies and their evolution through time. The course is intended to demystify the aura of archaeologists as adventurers and to show how actual scientific work is conducted nowadays. During the course field and laboratory methods will be explained using examples from well-known archaeological excavations around the world. This course aims provide the students with critical tools to comprehend future archaeological discoveries and their implications in the study of the human condition.

Provide a detailed explanation; show evidence and rationale meeting 80% of the objectives as directly related to the appropriate category for the proposed course inclusion.

<u>CATEGORY OBJECTIVES</u>	<u>EVIDENCE and RATIONALE</u>
<ol style="list-style-type: none"> Describe processes of continuity and change which have shaped events up to the present. Identify and describe the characteristics of major eras in world history or international relations, or a distinct social movement, thereby providing a framework for comprehending aspects of human experience. Explain how human experiences gave rise to movements, institutions, traditions, and ideas which have subsequent influence. Analyze factors leading to the dominance, suppression, or acceptance of racial, gender, ethnic, class, and/or religious groups. Analyze the extent to which individuals, institutions, and/or traditions are able to influence events, making reference to illuminating examples. Use factual and interpretive information to analyze and draw conclusions on historical or political hypotheses in selected areas of the social sciences. 	<p>Throughout the course the students prepare class discussions for case studies surrounding the topic of the week.</p> <p align="center">Case Studies: Pompeli Bog bodies Maya lidar Chaco canyon Viking warriors Cahokia Ain gazal, Jarmo, Hemudu Uluburun Lascaux, Cueva de las Manos Kennewick man, Move Bombing Egypt tourism</p> <ol style="list-style-type: none"> This class covers history from 17,000 years ago (Lascaux cave paintings) to present day issues surrounding archaeology and heritage. Through this course we trace ideas such as the development of culture (cognitive archaeology), how humans have shaped the environment (environmental archaeology), how humans live together (Social organization and trade/exchange). We then end with questions

	<p>such as how has the past shaped our lives today?</p> <ol style="list-style-type: none"> 2. This course covers many aspects of the human experience from prehistory to modern day. With case studies that discuss topics from the first farming societies (Ain Gazal and Jarmo), looking at the use of archaeology in nationalistic policies (Nazis and Egypt), analyzing the Uluburun shipwreck to illustrate international relations in 1400 BCE, we trace the human experience through time. 4. Some of the case studies deal with issues of social organization, differences in gender, and beginning of religious practices. Especially the case study on Viking burials, we focus on new research that shows female Viking warriors that were assumed to be male because they were buried with weapons. We also will touch on the backlash against these new discoveries. We also talk about NAGPRA (Native American Graves Protection and Repatriation Act) and the issues surrounding using human remains (especially non-white human remains) for scientific study (i.e. the Kennewick man and the MOVE bombing victims). 5. This course ends by discussing the use of archaeology in forming national identities, national policies, and tourism. One of the case studies is on how Egypt uses archaeology (especially pharaonic archaeology) as it's national identity, but also how it is destroying archaeological sites that do not fit this narrative (i.e. early Islamic sites to create room for tourism). We will also talk about the role that archaeology played in the Arab spring in Egypt. 6. The student led discussions of case studies will allow them to use information to analyze and draw conclusions on various periods of human history. The final project is a deep study of a site of the students choosing, how it fits into the history of the area/human history, and how it is used today in terms of tourism, protection, who owns the past.
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Submitter	Chair:	Date: 9/22/23
Print Name	Kyra Kaercher	Print Name
Signature	 Signature (indicates college level approval)	

**ANTY 250: Introduction to Archaeology
Spring 2023**

Instructor Contact Information

Dr. Kyra Kaercher

HGNRSC 208

406.265.4126

Monday and Wednesday 10-12, and other times by appointment

Kyra.kaercher@msun.edu

*Email is the best way to reach me. I check my email multiple times during business hours (M-F 9-5) and will try to respond promptly. After 5 and on weekends I will check email occasionally, but unless its an emergency I will not respond until the next business day.

Course Description

This course is an introduction to Archaeology, explaining its theories, methods, and applications. This course will introduce Archaeology as a discipline that combines humanities, social sciences, and natural sciences to study past human societies and their evolution through time. The course is intended to demystify the aura of archaeologists as adventurers and to show how actual scientific work is conducted nowadays. During the course field and laboratory methods will be explained using examples from well-known archaeological excavations around the world. This course aims provide the students with critical tools to comprehend future archaeological discoveries and their implications in the study of the human condition.

Course Objectives

- Demonstrate basic knowledge of the field of archaeology and application of the scientific method to the field.
- Understand the methods and theories of anthropological archaeology
- Describe the processes that affect the archaeological record
- Understand the cultural diversity of the world and how or why cultures change through time
- Examine ethical and political issues surrounding archaeological studies, including heritage management and nationalism

Required Texts and Materials

Renfrew, C.; Bahn, P. (2019) Archaeology: Theories, Methods and Practice, Thames & Hudson, New York. 8th edition 978-0-500-84308-6

Course Grading

- Class Participation (40x5): 200
- Quizzes (11x10): 110
- Lead Class Discussion: 50
- Essays: (2x25): 50
- Exam 1: 100
- Exam 2: 100
- Final Exam: 100
- Final Essay: 100 pts
- **Total: 810**

Grading Scale

A	100 - 93%	B	86 - 83%
A-	92 - 90%	B-	82 - 80%
B+	89 - 87%	C+	79 - 77%

C 76 - 73%
 C- 72 - 70%
 D+ 69 - 67%

D 66 - 63%
 D- 62 - 60%
 F 59% and under

Class Schedule

Include dates you plan to cover specific topics or readings, due dates for major assignments or exams, and the due date for the final exam. You can find the Finals schedule on the [MSUN academic calendar](#) and [Registrar's page](#).

Day	Date	Topic	Readings
Monday	January 8th	Syllabus/Expectations	
Wednesday	January 10th	History of Archaeology	Chapter 1
Friday	January 12th	World Archaeology	Chapter 1
Monday	January 15th	No Class	
Wednesday	January 17th	History of Archaeology: Pompeii	Chapter 1
Friday	January 19th	Archaeological Evidence: Cultural Formation Processes	Chapter 2
Monday	January 22 nd	Archaeological Evidence: Natural Formation Processes	Chapter 2
Wednesday	January 24 th	Archaeological Evidence: Bog Bodies	Chapter 2
Friday	January 26 th	Sites and excavation: Survey	Chapter 3
Monday	January 29 th	Sites and excavation: Excavation	Chapter 3
Wednesday	January 31 st	Sites and excavation: Maya Lidar	Chapter 3
Friday	February 2 nd	Dating and Chronology: Relative Dating	Chapter 4
Monday	February 5 th	Dating and Chronology: Absolute Dating	Chapter 4
Wednesday	February 7 th	Dating and Chronology: Chaco Canyon	Chapter 4
Friday	February 9 th	EXAM 1	
Monday	February 12 th	Social Organization: Groups	Chapter 5
Wednesday	February 14 th	Social Organization: Individuals	Chapter 5
Friday	February 16 th	Social Organization: Viking warriors	Chapter 5
Monday	February 19 th	No Class	
Wednesday	February 21 st	Environmental Archaeology: Landscapes	Chapter 6
Friday	February 23 rd	Environmental Archaeology: Environment	Chapter 6
Monday	February 26 th	Environmental Archaeology: Cahokia	Chapter 6
Wednesday (Mid-Term)	February 28 th	Subsistence and Diet: Animal Resources	Chapter 7
Friday	March 1 st	Subsistence and Diet: Human Remains	Chapter 7
Monday	March 4 th	Subsistence and Diet: Ain Ghazal, Jarmo	Chapter 7
Wednesday	March 6 th	Technology: Stone	Chapter 8
Friday	March 8 th	Technology: Metal	Chapter 8
Monday	March 11th	No Class, Spring Break	
Wednesday	March 13 th	No Class, Spring Break	
Friday	March 15 th	No Class, Spring Break	

Monday	March 18 th	Technology: Pottery RLIM Project	Chapter 8
Wednesday	March 20 th	Trade and Exchange: Trade of goods	Chapter 9
Friday	March 22 nd	Trade and Exchange: Exchange Systems	Chapter 9
Monday	March 25 th	Trade and Exchange: Uluburun	Chapter 9
Wednesday	March 27 ^h	EXAM 2	
Friday	March 29 th	No Class	
Monday	April 1 st	Cognitive Archaeology: Writing	Chapter 10
Wednesday	April 3 rd	Cognitive Archaeology: Art	Chapter 10
Friday	April 5 th	Cognitive Archaeology: Cave Paintings (Lascaux,	Chapter 10
Monday	April 8 th	Bioarchaeology: Zooarchaeology	Chapter 11
Wednesday	April 10 th	No Class	
Friday	April 12 th	Bioarchaeology: Osteology	Chapter 11
Monday	April 15 th	Bioarchaeology: Kennewick Man	Chapter 11
Wednesday	April 17 th	Archaeology and the public: Who owns the past	Chapter 13-14
Friday	April 19 th	Archaeology and the public: Nationalism	Chapter 13-14
Monday	April 22 nd	Archaeology and the public: Egypt	Chapter 13-14
Wednesday	April 24 th	Future of the Past: Destruction	Chapter 15
Friday	April 26 th	Future of the Past: Tourism	Chapter 15
Wednesday	April 29-May 2 nd	FINAL	

Disclaimer: The instructor reserves the right to make modifications to this information throughout the semester.